**Unit Plan My Family**

**Target Students:**

**Target Proficiency Level:** Novice-Low to Novice-Mid

**Unit Theme:** My Family

**Designed by:** Fabienne Daniels

**Graphic Organizer**



**Brief Description of the Unit:**

In this unit, Novice-Low to Novice-Mid students will research issues related to the unit theme through the three-mode communication activities in the following contexts:

• Names family tree

• Asking ages

• years and birthday

• Names of profession

• Hobbies

• Comparisons of the these topics in two societies/cultures

**Desired Enduring Understandings:**

Students will understand:

We live in a diverse but increasingly interrelated world in which we need to learn, understand, respect and appreciate different values and cultures.

**Essential Questions that Guide this Unit and Focus Teaching/Learning:**

• To what extent or in what ways is French family different from my family?

• How do French people think of ages and numbers?

• How do French people think of family?

• What do French people do after work (school)?

**National Foreign Language Standards:**

1.1, 1.2, 1.3, 2.1, 2.2; 3.1; 4.1, 4.2; 5.1

**Content Knowledge:**

• Names of French family tree

• Age

• Hobbies

**Skills:**

• Ask questions about age, birthday, profession and hobbies.

• Introduce herself/himself (name, age, birthday, profession, and hobbies).

• Introduce her/his family members/family tree (name, age, birthday, profession, and hobbies).

• Discuss the differences between a French family and an American family

• List the names of a French family tree.

**Connections to Other Disciplines:**

• Social studies: cultural awareness, family values, customs, diversity, and other issues

• Science: 12 animals

• Mathematics: numbers

• Physical Education: hobbies--sports

• Geography: locating France and the U.S. on the map

• Fine art: French hobby art

• Music: Birthday song

**Technology Integration:**

• Power point presentations**,** videos and internet research on French family and related topics.

**Assessments:**

Performance tasks (in target language)

• Introducing the names of the French family tree

• Asking name, age, year, birthday, and hobbies

• Talking with a classmate about a my age, birthday, and my hobbies

• Simple presentations on:

a. Family member with age, profession and hobbies

c. Comparisons of French family and American family

ObservationsTests, Prompts, Work Samples

• Vocabulary

• Listening comprehension

• Posters on my family

Unprompted Evidence (observations, dialogues)

• Classroom participation

• Performances in guessing games, interviews, and presentations

Can Do Statements from Linguistic activities

I can

• understand and answer simple questions and give simple responses;

• name the family members of the family tree

• use and say numbers in simple situations;

• express what I like and do not like;

• express what my family member likes and does not likes

• tell the names of professions.

**Required Resources:**

• Family pictures

• Computer with internet connection

• Posters, colored markers, color construction paper

Plasma TV

**Differentiation of Instruction:**

• To meet the needs of different learning styles, new language items are presented with various forms of assistance such as visual aids, written language French cursive, body movements, audio tapes, videos and manipulatives.

• Students of different abilities in the same class have the flexibility to adjust or surpass the expectations for learning tasks so that every student can maximize his/her potential growth and individual success.

**Instructional Strategies:**

• Scaffolding

• Teacher student interaction through questions and classroom discussions

• Pair work and group work

• Dialogues and presentations

• Role playing

• Hands on activities

• Games

• Video watching and music appreciation

• Self-assessment

**Prior knowledge that will help students learn the new information:**

• Students can count from 1-10

• Common knowledge of family member tree

• Interest in French language and French culture will serve as the motivation of this unit

• Basic knowledge about France

**Lessons that support the unit:**

Activities for Essential Question 1

To what extent or in what ways is French family different from my family?

• Use photos/pictures of French families to show cultural differences (the order of the surname and given name, relations between the family members, size the family, living conditions, etc.)

• Guest speakers from the community to reveal the family value.

• Family size.

Activities for Essential Question 2

How do French people think of ages and numbers?

• Introducing French culture. Asking one’s age?

• Comparing different cultures in asking one’s age and lucky/bad numbers in two cultures.

• Introducing family members by birthday and age, and the tradition to celebrate birthday.

Activities for Essential Question 3

How do French people think of their zodiac year and their personalities?

• Present your family to 3 or 4 classmates

• Do a presentation on her/his family members based on a dialogue.

Activities for Essential Question 4

What do French people do after work (school)?

• Present the daily schedule of a French student to American students (movie, guest speaker, or the lecture)

• Ask students to present her/his daily schedule to the class.

• Interview five classmates about their hobbies

• Present her/his family members’ respective jobs and hobbies.

**Day one and two.**

**Lesson Objectives: Family members**

**Learning Outcomes: Ss will be able to state their family members and their names.**

**Ss will be able to say how many siblings they have.**

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| **Standards: X** interpersonal communication **X** interpretive communication **X** presentational communication **X** cultures **X** connections **X** comparisons **X** communities | **Procedure with detailed description and examples/questions** | **Props/Notes/**  **Reflections** |
| Setting the stage/ review  (5 minutes) | 1. Ask Ss to bring a picture of their family on the previous class; make a collage.  2. Post two different images of a typical home, one big and one small, on the whiteboard in order to introduce the family members and compare the traditional family with one-child family.  3. Greet students and ask them to guess from the pictures what they are going to learn today. | Pictures |
| Comprehensible input  (8 minutes) | 1. Introduce Family members by using pictures of Simpson. Sentence structure:Simpson  2. Ask Ss to repeat after the teacher introduces each word.  3. Teacher shows a picture of her family and introduces her family members by using the same structure.  4. Ask individual S on their own family picture. | PPT |
| Guided practice  (15 minutes) | 1. Game: Simons Says. Showing all the words and with pictures as a back-up.  Ask Ss to use the flyswatter to hit the words whenever the teacher says.  2. Ask Ss to introduce their family members on the picture to two of their classmates by using two sentence structures | two flyswatters |

**Day Three and Four.**

**Lesson Objectives : Ages**

**Learning Outcomes: (1) Ss will be able to state their ages and their family members’ ages**

**(2) Ss will be able to state their DOB and their family members’ DOB. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Standards: X** interpersonal communication **X** interpretive communication X presentational communication X cultures **X** connections **X** comparisons **X** communities | | **Procedure with detailed description and examples/questions** | | | | **Props/Notes/**  **Reflections** | |
| Setting the stage/ review  (5 minutes) | | 1. Ask students to write down the year they were born and their ages on the board. And then Sign their French name, either in cursive.  2. Ask volunteer Ss to read their report (yesterday’s assignement). (if possible show it to the whole class while he/she is reading) | | | | Plasma TV | |
| Comprehensible input | | | | 1. Introduce two sentence structures | | | |
| (8 minutes) | | | to Ss by using the teacher’s own pictures on the PPT.  2. Ask Ss to repeat after the teacher introduces (provide English translation if necessary OR ask Ss to guess the meaning quickly)  4. Ask Ss one by one to encourage them produce the target sentence structures.  5. Error correction. | | | |
| Guided practice  (15 minutes) | 1. Ask Ss to write down one of their family members’ year and age right next to their own year and age.  2. Guessing Game: Who is this?  Instructions:  (1) Encourage the Ss to ask the writer if the person he/she just wrote down is his/her mom/dad/sister/brother/grandparents, etc by using “ C’est ton, c’est ta....?”  (2) After their classmates’ guessing, ask the writer introduce the person he/she wrote down on the board by using “c’est mon c’est ma...”  PS: give Ss handout 1 which includes all the vocabularies and sentences structures they’ve learned from yesterday as a back-up resource. | | | | Handout 1 | |
| Application and  extension  (15 minutes) | 1. Teacher writes down the date of her birthday on the board, introducing Je suis née\_\_\_\_\_\_\_”  2. Show Ss a calendar, asking them to produce “ Je suis née  3. Jeopardy Game: practice  4. Ask Ss to write their date of birth on the board ,and practicing the same sentence structure “Je suis né / Je suis née.  5. Culture Introduction: Birthday tradition in France and name day. | | | | PPT | |
| Assessment and wrap-up  (5 minutes) | | | Ask volunteer Ss (2-3) to do an overall introduction of themselves about their name, age and birthday. | | | |
| Homework/  preview  (2 minutes) | 1. Ask Ss to write down an overall introduction of themselves about their name, age and birthday; and one of their family members’ name, age and birthday | | | | Handout | |

**Day Five and Six.**

**Lesson Objectives: Professions**

**Learning Outcomes:** In French, students will be able to name the professions: student, college student, teacher, professor, doctor, lawyer, engineer, writer, news reporter, etc. Students will be able to ask and answer the question “What do you do?” “What does your father/mother/brother/sister do?

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| **Standards: X** interpersonal communication **X** interpretive communication **X** presentational communication **X** cultures **X** connections **X** comparisons **X** communities | **Procedure with detailed description and examples/questions** | **Props/Notes/**  **Reflections** |
| Setting the stage/ review  (5 minutes) | 2. Ask Ss to present the report on his/her family members. | Pictures of the Family |
| Comprehensible input  (15 minutes) | 1. Introduce the new words on professions by PPT/pictures  2. Introduce the structure： | PPT/Pictures: How people from different professions look like: |
| Guided practice  (15 minutes) | 1. Guessing  Ask Ss to play the typical professional body language of different professions, and ask students to guess the “what profession it is”.  A:C’est quelle profession?  B: Do not answer but act in the body language of a profession  The class guess his/her profession  2.“Profession” matching and translating  Give Ss handouts and ask them to match name and picture of the listed professions, and translating them into French  3.Pair work  The teacher will show Ss how to use the following structures to make dialogues: “Qu’est ce que ton père fait... Qu’est ce que ta mre fait..?” | Handouts |

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| Application and  extension  (8minutes) | Activities: Interview and presentation  1．Teacher gives handouts 2. Ss will interview five classmates, using:  “C’est quelle profession”  Circle the corresponding profession and ask the interviewee sign the name. | Handouts 2 |
| Assessment and wrap-up  (5 minutes) | Ask volunteer Ss to report his/her classmates’ family members’ professions to the class. | PPT |
| Assignement  preview  (2 minutes) | Ask Ss to find out their family members’ professions, and write a report in French by using the structure (profession) | Assignement sheet |

**Day Seven and Eight**

**Lesson Objectives: Hobbies**

**Learning Outcomes: Ss will be able to state their hobbies; Ss will be able to state their family members’ hobbies**

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| **Standards: X** interpersonal communication **X** interpretive communication **X** presentational X communication **X** cultures **X** connections **X** comparisons **X** communities | | **Procedure with detailed description and examples/questions** | | | **Props/Notes/**  **Reflections** | |
| Setting the stage/ review  (5 minutes) | | 1. Ask Ss to draw a picture of their hobbies before class and put the pictures on the board.  2. Greet Ss and introduce today’s topic. | | | Picture | |
| Comprehensible input  (8 minutes) | | 1. Introduce new vocabulary by using PPT  2. Introduce sentence structure: “J’aime faire” and “Qu’est-ce que tu aimes faire?” using the teachers’ own family photo which has been show on the very first day of this unit. (Note: make sure to include all the vocabulary words that on students’ pictures.) | | | PPT | |
| 3. Ask students to repeat after each word has been introduced. | | | | | |
| Guided practice  (20 minutes) | 1. Game: Charades. Ask one volunteer student to come on the board and act-out the vocabulary word that he/she sees. Other Ss guess what that action is. Ask more volunteer students to do the same thing. Give each student 2 minutes. (p. s: give a sheet that includes all the new vocabulary words to Ss so that they have back-up resources)  2. Game: Bingo. Ask Ss to fill out handout 2(a form of 4\*4 blanks) by using the new vocabulary words on handout 1. Ask individual student say what they like by using “Qu’est ce que tu aimes?……”. Other students circle the word. Do the same thing until one student wins bingo. | | | Handouts 1;  Handout 2 | |
| Application and  extension  (10 minutes) | | | 1. Question practice: Ask all Ss to go on the board, standing next to their drawings. Teacher models and asks Ss to ask each other his/her hobbies by using the structure “Qu’est-ce que tu aimes faire”  2. Teacher asks individual Ss to introduce a couple/three of their classmates’ hobbies. (p. s: If time allows, challenge some students to sate all of their classmates’ hobbies) | | |
| Assessment and wrap-up  (5 minutes) | 1. Do a wrap-up of the whole week’s learning: Ask students to recall what have been learned during the past five days. Ask volunteer Ss to write down key sentence structures on the board. | | | PPT | |
| Assignement  preview  (2 minutes) | Ask Ss to write down an introduction of their family (members, age, birth date, profession and hobbies) by using all the key structures they have learned. | | | Assignement sheet | |